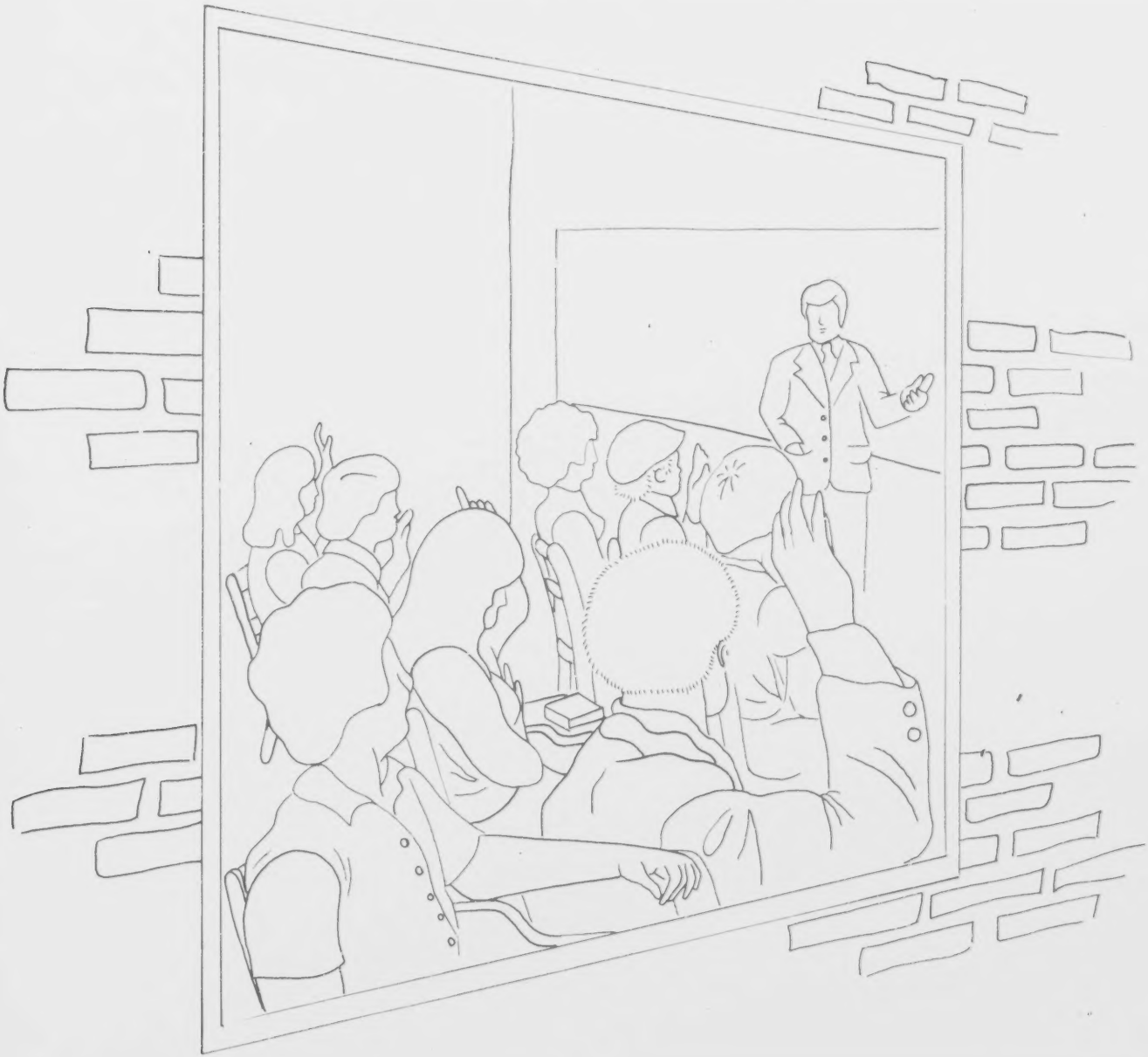

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LETTER OF TRANSMITTAL—
LOOKING AHEAD WITH CONFIDENCE

Martha W. Wise, President
State Board of Education

Franklin B. Walter
Superintendent of Public Instruction

Historically, education has been one of our most successful institutions. It has been the engine that has driven our nation's social, intellectual and economic progress. Education has been regarded as the basis for democracy; without a successful system of education, democratic freedom would not be possible.

In recent years, however, public confidence in education has eroded in Ohio and throughout the country. Public concern about education has been described as a "crisis of confidence."

Why has confidence in education declined?

- The expectations of the public have risen rapidly. At the beginning of the century, a few years of schooling were considered to be adequate. A limited number of people graduated from high school. Today, the public expects every child to attain a high level of learning.
- There has been a substantial change in the population such that 70 percent of the people do not have youngsters in school and, therefore, do not get firsthand information about the quality of the local education program.
- The public has placed great emphasis on the basic skills. Declining test scores continue to be reported across the nation, but most Ohio citizens are not aware that our students have scored above the national average on the American College Testing (ACT) Program and the Scholastic Aptitude Test (SAT) for the 11th consecutive year.

Ohioans have many reasons to be proud of their schools. Significant events have taken place in education throughout the state of Ohio in the 1970's. Board members, administrators and teachers greatly contributed to these accomplishments. The local school district has remained a microcosm of democracy. Schools are controlled by elected boards of lay citizens; local residents are the teachers, principals and superintendents; and local needs are served by curricula and courses designed especially for the local students. In addition, the partnership between the State Board of Education and local school officials has been strengthened and has served as the foundation for the successes of the past decade.

This annual report focuses on the many significant events which have occurred in public education in Ohio in the 1970's and particularly in the past year. This report provides information to the citizens of Ohio about the quality of education in our state so that they may look both in retrospect and forward to the 1980's with the confidence in our educational system that it rightfully deserves.

Martha W. Wise

Martha W. Wise, President
State Board of Education

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

Basic Skills

Perhaps the most significant advancement in education in Ohio this past decade is the dramatic increase in statewide scores on the college entrance examinations which are taken by approximately half of Ohio's high school seniors annually. Ohio scores are well above the national averages. Performance by Ohio students on the ACT and SAT tests during the last two years represents a reversal of the sharply declining test scores reported in the nation during the last decade.

Also, results from the 1979 Ohio Survey Tests indicate improvement in reading, English and arithmetic at grades 4, 6 and 8 when compared to 1971 results. Reading scores for grade 10 are up from 1971 and increased sharply when compared to 1978 scores.

Improvements in test scores have resulted, in part, from the development of a number of curriculum materials produced by the Department of Education. In 1974, the first statewide inservice education unit in the nation was formed in the Ohio Department of Education. That unit has coordinated the Right to Read Program and has developed inservice materials in many areas, including reading, writing, mathematics, health, physical education, arts and citizenship.

Ohio was the first state in the Midwest to institute a state-supported compensatory education program. The State Board Disadvantaged Pupil Program Fund provides additional instruction to youngsters who have difficulty in mastering basic skills. Complementing the efforts toward improving instruction in Ohio schools has been the Department of Education's use of Title I of the federal Elementary and Secondary Education Act. These programs continue to provide an important and vital supplement to the basic instructional program provided to Ohio students.

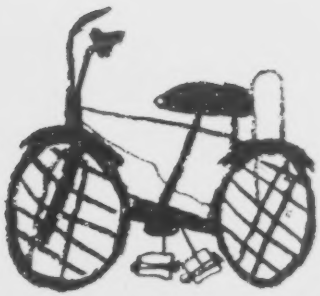
Despite these accomplishments, some citizens continue to question the achievements of the public schools. The nationwide movement for competency testing, which has reached Ohio, is one outgrowth of citizens' concerns. In anticipation of demands for competency testing, State Superintendent of Public Instruction Franklin B. Walter appointed a Task Force on Minimum Competency Expectations. That task force spearheaded the Department of Education and State Board's efforts to assist school districts in assuring that all Ohio youngsters have the necessary competencies for either employment upon high school graduation or acceptance in post-high school educational training. The *Competency Handbook*, prepared by the task force, has been distributed to school districts and has formed the framework for a number of competency programs in Ohio schools.

The coordinated efforts of developing curriculum materials supporting competency-based education programs and assisting school personnel in developing competency programs have not been the sole cause of increasing achievements of Ohio

students, but the state's efforts in assisting teachers in the instructional process have been important elements in undergirding the continuing accomplishments of Ohio students in the basic skill areas.

Improvements in Teacher Education

The efforts of the State Board of Education and school boards to improve curriculum and expand educational opportunities can only be as successful as the teacher in the classroom. Recognizing that the teacher is the foundation of all instruction, the State Board of Education in 1974 revised the standards for the preparation of all Ohio teachers. Those standards, which go into full effect in 1980, reflect dramatic changes in college training required of Ohio teachers. These changes should significantly improve the quality of instruction in Ohio schools for decades to come.



Angie Childs, Grade 3
Berwick Elementary School
Columbus

Vocational Education

The expansion and improvement of vocational education in Ohio during the 1970's was unprecedented. As the decade began, many Ohio students were without adequate training opportunities. As the 70's close, more than 98 percent of Ohio young people have access to vocational training opportunities.

The shift from scattered occupational training to full service for nearly every youngster in Ohio resulted, in large part, from the State Board of Education's Plan for Vocational Education and the standards adopted by the Board. The plan and the standards have helped school districts design training programs compatible with occupational needs in the community and have provided adequate funding to support proper instruction. This past year alone, 52.2 percent of Ohio's 11th and 12th grade youngsters were enrolled in job training vocational education, and 92.2 percent of those youngsters found employment.

Special Education

The State Board of Education and the Department of Education entered the 1970's with a major goal of providing appropriate educational services to all of Ohio's handicapped children. The Ohio Plan for Special Education, launched at the beginning of the decade by the State Board of Education, was among the first of such plans in the nation. Without that plan and the coordinated efforts of school officials throughout Ohio, the provisions of the federal Education for All Handicapped Children Act (Public Law 94-142) and Ohio House Bill 455 could not have been so smoothly implemented.

Because of its plan for special education, the State Board was able to design and implement standards for identifying, assessing and placing handicapped children in proper programs. The ease with which these potentially turbulent areas were handled

in Ohio confirms the foresight of the State Board in adopting its State Plan for Special Education. The result of these decade-long efforts is that each of Ohio's 175,000 handicapped children is now able to receive a free and appropriate education within the public schools.

Additional services provided through State Board of Education leadership have been the chartering of educational programs in county boards of mental retardation, state institutions and hospitals.

The Martin W. Essex School for the Gifted, founded in 1976 to honor the state's most outstanding youngsters, continues to be one of the highlights of the decade.

Douglas Swain, Grade 8
Audubon Junior High School
Cleveland

School Funding and Financial Management

Regrettably, a small number of school districts in Ohio have incurred financial problems as this decade closes, and many individuals have concluded that the problems incurred by a few are problems of all. That conclusion is, of course, erroneous. However, to help the few schools with financial problems return to a solid foundation and to assist school boards and school administrators in other school districts having difficulty, the State Board of Education has taken the leadership position in the area of school financial management. The establishment of the Office of School Management Assistance has been a major effort to help school officials manage their financial affairs. The full effect of those efforts should reach fruition during the next decade.

The State Board of Education has been responsible for other special services to schools, not easily categorized into one of the areas described above. These include the development and expansion of community education programs, the establishment of guidelines for school district annual reports, and the establishment of the Energy Assistance Office in the Department of Education.

Bringing stability to school finance continues to be a priority of the Department of Education. The equal yield formula, introduced by the 111th General Assembly and made effective in the 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. Last year, the 100 percent phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17 percent phase-in in fiscal year 1976, 26 percent phase-in in fiscal year 1977, and 46 percent phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed $48 per pupil per mill for the first 20 mills assessed for current operating expenses and $42 per pupil per mill for rates above 20 but below 30 mills.

On June 28, 1979, the General Assembly passed Amended Substitute Senate Bill 59, a record breaking school funding bill which will boost allocations for elementary and secondary education by $784 million during the next biennium, bringing total state appropriations to $3.4 billion for the coming biennium. Amended Substitute House Bill 204, the appropriations bill for the 1980-81 biennium, will guarantee school districts the following amounts per pupil per mill:

	1979-80	1980-81
First 20 mills	$59	$65
Over 20 but below 30 mills	$42	$42

Andre Taylor, Grade 6
Chesterfield Elementary School
Cleveland

This increased state support, demonstrative of the General Assembly's commitment to education, will help school districts meet the pressures of inflation and the escalating costs of educating Ohio's more than two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.

The equal yield formula was challenged in the courts against charges that it was unconstitutional. Culminating a three-year dispute, the Ohio Supreme Court ruled that the statutory system for financing elementary and secondary public education does not violate the "equal protection" clause (Article I, Section 2) or the "thorough and efficient" clause (Article VI, Section 2) of the Ohio Constitution. The Court found that "the General Assembly has not so abused its broad discretion in meeting the present system of financing public education as to render the statutes in question unconstitutional."

Subsidy	Description	EXPENDITURES 1978	EXPENDITURES 1979	APPROPRIATIONS 1980	APPROPRIATIONS 1981
501	Foundation Program	$ 734,413,979	$ 868,348,657	$ 985,030,158	$1,023,713,537
502	Pupil Transportation	72,108,900	78,791,100	93,022,616	105,269,737
503	Bus Purchase	10,650,000	11,901,000	17,880,000	17,564,800
504	Special Education	148,404,591	166,118,085	214,441,244	233,137,971
505	School Lunch	7,488,671	8,177,262	8,591,961	8,992,251
507	Vocational Education	138,307,999	144,031,561	163,948,750	181,604,000
508	DPPF	32,670,652	32,670,652	40,000,200	40,000,200
509	Adult Literacy	930,000	930,000	1,100,000	1,100,000
510	Instructional Television	2,478,000	2,478,000	4,350,800	4,350,800
511	Auxiliary Services	44,396,417	44,400,000	45,400,000	45,400,000
512	Driver Education	8,744,200	8,750,000	8,750,000	8,750,000
514	Post Secondary Voc. Ed.	2,124,746	2,721,230	3,500,000	4,300,000
515	Adult High School	500,000	500,000	750,000	750,000
516	Urban Pilot Projects	2,000,000	2,000,000	2,500,000	2,500,000
518	Teacher Institutes	510,000	510,000	960,000	960,000
519	Educational Media Centers	270,000	270,000	450,000	450,000
520	DPIA	36,737,696	35,690,360	71,141,028	64,741,028
521	Gifted Pupil Program	300,000	300,000	1,350,000	3,325,000
522	Career Development	2,400,000	2,400,000	3,806,036	4,602,327
523	Adult Voc. Ed.	2,953,990	3,461,252	3,900,000	4,600,000
526	Voc. Ed. Equip. Replacement			2,000,000	2,000,000
527	Teacher Inservice Ed.			1,000,000	1,000,000
528	Vol. Desegregation Assist.			500,000	500,000
529	Needs Assessment Project			150,000	150,000
Special Purpose					
412	Driver Education	172,546	175,000	175,000	175,000
415	Consumer Education	99,597	100,000	150,000	150,000
416	Voc. Ed. Matching	435,642	897,080	1,238,547	1,260,425
418	Inservice Teacher Training	99,807	100,000	257,218	262,831
419	Preservice Teacher Ed.	1,198,439	3,800,000	6,111,300	6,111,300
420	Advisory Committee	99,405	50,000		
421	Food Service Administration		251,000	258,587	270,690
422	School Management Asst.		241,420	253,891	267,609
423	Community Education			180,000	400,000
424	Simulation System			310,000	320,000
425	Curriculum Development			50,000	50,000
426	Computer Accounting Net.			2,300,000	4,800,000
427	Technical Assistance for Desegregation			150,000	150,000
Other					
	Department of Education	4,100,398	4,330,218	5,188,371	5,482,192
	School for the Blind	1,530,051	1,597,655	1,894,247	1,951,794
	School for the Deaf	2,251,835	2,533,048	2,805,458	2,903,512
	Capital	258,299	8,848,062	4,089,108	
Total		$1,258,635,860	$1,437,372,642	$1,699,934,520	$1,784,316,404
Biennium Total		$2,696,008,502		$3,484,250,924	

Many citizens perceive that our schools are not successful. National polls confirm that the general public has lost considerable confidence in the schools. The annual Gallup poll of education reveals that a decreasing percentage of adults give schools an "A" or "B" grade. In 1974, 48 percent of the adult population gave schools an "A" or "B". This past year, the rating was 34 percent. For parents, comparable figures were 62 percent in 1974 and 49 percent this past year. While the decline among parents has not been as great as among nonparents, the losses are still significant. No specific data exists on the attitudes of Ohioans, but there is little reason to believe that Ohioans have any different perceptions about their schools than adults across the nation.

Declining perceptions of public education led to the formation of the State Board of Education Committee on Public Confidence. Recognizing that there are many positive things happening in our schools today and that the public needs to be informed about these things, the committee recommended that 1980 be declared as the Year of the Schools and that this year-long event would be aimed at improving communications between the public and the schools so that all citizens will have accurate information about the achievements and the essentiality of our schools. The State Board of Education unanimously approved the Committee's recommendation and passed a resolution proclaiming the Year of the Schools in Ohio.

During 1980, the Department of Education will focus on one particular aspect of education each month. Suggestions on how to better communicate with the public will be offered to educators with an emphasis on using the media. This is an important facet of the effort as nearly 70 percent of the adult population does not have children in school, and a recent survey of state residents indicated that Ohioans consider newspapers to be their major source of information about schools. Also, special television programs will be coordinated by the Ohio Educational Television Network and broadcast throughout the state. Invitations will be issued to the public to participate as both viewer and reactor. Questions and comments may be submitted by telephone to panels of educators.

1980: The Year of the Schools Calendar

January — Good schools are essential — An opportunity to plan for the Year of the Schools
February — Teachers are "tops" — A look at Ohio teachers
March — The three R's — A report card on basic skills
April — A "plus" for Ohio students — The arts, cultural experiences and foreign languages
May — Special children with special needs — A review of special education
June — Getting a job — Career and vocational education
July — Education is a bargain — Costs and facilities
August — Technology in education — Implications for the future
September — Students come first — A report on students' accomplishments
October — Strengthening our democracy — A view of citizenship education
November — Keeping fit — An update on health and physical education
December — An investment in education — A commitment to the future

RESOLUTION PROCLAIMING YEAR OF THE SCHOOLS IN OHIO

WHEREAS the public schools of this nation have traditionally served as the basis for undergirding the democratic process and have provided the opportunity for personal advancement; and

WHEREAS the continued positive role of the schools rests, in large part, with the citizenry's acceptance of and support for education; and

WHEREAS considerable discussion concerning the public's –parent and nonparents – perception and knowledge of the schools has taken place in recent years; and

WHEREAS the 1978 Gallup Poll of public attitudes toward education confirms that parents who have children in school and have more knowledge of the day-to-day activities rate the schools much higher than those persons who do not have children in school; and

WHEREAS in 1969, 51 percent of the adults in this nation had children of school age, and, today, that figure has dropped to 33 percent of the population; and

WHEREAS national surveys indicate that 40 percent of the citizenry without school age children feel they know "nothing" about what goes on in the schools; and

WHEREAS the reduction in the percentage of the population with school age children has had a significant impact upon the overall public impression and understanding of schools; and

WHEREAS it is apparent that expanded efforts should be made to communicate accurate information about education to both parents and nonparents: Therefore, be it

RESOLVED, That this Board proclaims, and it hereby does, the 1980 calendar year as the Year of the Schools in Ohio; and, be it

FURTHER RESOLVED, That each month during the Year of the Schools in Ohio be devoted to focusing public attention on a major area of instruction; and, be it

FURTHER RESOLVED, That the Department of Education coordinate the monthly areas of emphasis and that a series of efforts throughout the state be implemented to improve the public's information about schools.

ADMINISTRATION

The laws of Ohio define the Department of Education as the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties spelled out in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, comprised of the superintendent of public instruction, assistant superintendents and executive directors, provides leadership in educational matters and directs and supervises the work of all persons employed in the department. Primary activities include administering school laws and standards, providing counsel to school officials in solving problems faced by school systems, and leading in the search for better ways of meeting educational needs.

The superintendent of public instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents and executive directors are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation, and coordination of department task forces.

Sue Sbatella, Grade 11
Normandy High School
Parma

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports coordinates data processing functions and computerized information systems for the Department of Education and for the school districts in the state.

Requests for statistical data are answered via the Ohio Educational Administrative and Statistical Information System (OEASIS). Facilitated by an interactive timesharing computer system, OEASIS makes frequently used data available within seconds or minutes and permits sophisticated projections within a few hours. OEASIS is dependent upon an integrated data base called the Ohio Common Core of Data (OCCD) which contains approximately 475 data elements.

Capable of developing subsystems that are responsive to needs of the department in working with the Ohio General Assembly to resolve school funding problems, OEASIS has produced MODEL, a school funding simulation and modeling system. MODEL projects the impact of various school funding proposals on the Ohio educational program. The OEASIS/OCCD concept will be expanded in the future to provide additional management and support capabilities.

The State Board of Education was required by the Ohio General Assembly in 1972 to adopt rules governing the lease and purchase of data processing equipment and

services by school districts. These rules, directed primarily toward assuring prudent selection and efficient utilization of data processing systems by school districts, were modified this year to permit the division to work more closely with local education agencies in planning, developing and utilizing information systems that meet local needs and that are compatible with state-operated systems. The new rules will:

- encourage development of the Ohio Education Computer Network system, an interconnected network of local and state computers which would move data from site to site via telephone lines;
- establish an advisory committee to plan and implement the computer network system; and
- promote technical assistance by the division to locally operated computer sites, in such areas as centralized software development, user education and inservice, and standardization of data coding and specifications.

ELEMENTARY AND SECONDARY EDUCATION

The Division of Elementary and Secondary Education promotes a general education of high quality by providing continuous service and leadership to Ohio's school districts.

The division's major areas of responsibility are assigned to the following sections:

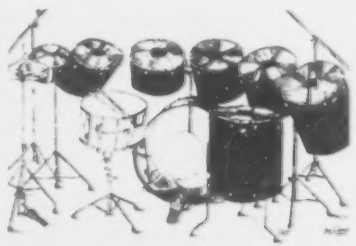
Elementary and Secondary Education

These sections classify, charter and inspect Ohio's 3,082 public elementary and 1,150 public secondary schools on a rotating basis to determine compliance with minimum standards adopted by the State Board of Education. Professional and technical assistance is provided in instructional improvement, staffing, and curriculum development in English and language arts, foreign languages, social studies, science and mathematics.

During the 1978-79 school year, 687 elementary and 185 secondary schools were inspected. Inspections have assited school officials in resolving problems and making improvements in such areas as the course of study, evaluation of instruction and services, and use of physical facilities.

Health and Human Affairs

Professional and technical assistance is provided in the areas of art and music education, health and physical education, school recreation, general safety education, preventative substance abuse education, and outdoor and leisure education. National recognition has been received for many of these activities.



Joe Ciacchi, Grade 11
Normandy High School
Parma

Julia DuVall, Grade 1
Barrington Elementary School
Upper Arlington

Industrial Arts Education

This section provides technical, professional and curricular assistance to teachers, administrators and colleges in the operation of industrial arts programs. In the past school year, a special program for disadvantaged youth in home maintenance was incorporated into the curriculum in two school districts, Akron and Middletown, where more than 100 students received training and had access to equipment to upgrade their homes.

Nutrition Education

During the past year, this section was created with a U.S. Department of Agriculture grant for the implementation of nutrition education into the school curriculum. Information, inservice training and curriculum materials are provided to public and private schools and day care centers. Twelve nutrition centers have been established in the state.

Special Projects

The chartering of county boards of mental retardation and state institutions and hospitals is one responsibility of this section. In 1977-78, 50 county boards of mental retardation were chartered; in 1978-79, the remaining 37 were chartered. Of the identified 26 state institutions and hospitals, five were chartered in 1977-78 and 13 in 1978-79.

The State Board is empowered by law to formulate and prescribe minimum standards for elementary and secondary schools. The present standards have guided the course of education for the past decade, but current issues affecting education dictate examination and possible revision of these standards. The special projects section is actively working with a state advisory committee in the standards revision process.

Supportive Services

Course of study development and revision to ensure appropriate instructional content is an ongoing responsibility of school districts. During the 1978-79 school year, the supportive services section reviewed 10,382 graded courses of study.

This section also coordinates the activities of the Ohio Instructional Television Network and nine area media centers, assists school districts with high school credit courses for out-of-school youth and adults, and administers the regional program of school accreditation by the North Central Association of Colleges and Schools.

ENERGY ASSISTANCE

Created in 1977, the Energy Assistance Office focuses on assisting schools in conserving energy. The office provides access to the Public School Energy Conservation Service (PSECS), provides comparative analysis reports on energy usage, and acts as

liaison between the Ohio Department of Energy and school districts for National Energy Conservation Policy Title III grants. The office informs school officials of important legislation and other relevant matters.

PSECS is a free computerized energy audit service which was utilized by 25 percent of Ohio school districts and nearly 1,700 school buildings. Capital modifications and low or no cost operation and maintenance procedures were recommended for each building, resulting in an annual savings of 386,000 barrels of oil. An additional savings of 164,000 barrels per year may yet be realized. A computerized comparative analysis of data from two or more years is also available to PSECS users. Such analysis promotes conservation and better planning by energy managers.

The Title III grants program provides matching grants for energy audits, engineering studies and energy conservation measures. Ohio schools will receive 1,605 energy audit grants totaling $387,000, or 48 percent of the federal grant money available. Over the next three years, Ohio schools and hospitals will share an estimated $43 million in grant funds.

Eric Jaros, Grade 6
Barrington Elementary School
Upper Arlington

EQUAL EDUCATIONAL OPPORTUNITIES

Leadership in developing multi-cultural, sexism-free instruction and quality integrated education is provided by the Division of Equal Educational Opportunities.

Perhaps the most important service provided by the division is the monthly on-site visit to the school districts which are implementing approved desegregation plans. These visits provide local districts with on-site department support on a continuing basis and make available the resources of the state and federal governments in aiding districts in the implementation process. Due, in part, to those efforts, the ten districts in the process of implementing desegregation plans in Ohio have reported that they successfully reached their goals for the year.

The division also helps districts gain federal funds for desegregation. While other states throughout the country were being cut back from their previous years' allocations, Ohio received close to a 25 percent increase in its funding for fiscal year 1979. Over the last five years, Ohio has received in excess of $35 million in support of equal educational opportunity and quality desegregated education. Ohio's efforts in behalf of equal educational opportunity are recognized by those who make funding decisions in Washington. While dollars alone will not resolve the problems, there is a direct relationship between the commitment of Ohio school districts to quality desegregated education and the amount of federal funds provided for that purpose.

This division also disseminates information and curriculum materials on school desegregation and equal educational opportunities to Ohio's 615 school districts. During 1979, the division distributed 15,000 copies of the recently updated *K-12 Multi-Cultural Curricular Experiences* guide, 10,000 copies of the *Multi-Cultural Sexism-Free Materials* guide, and 7,000 copies of the division's quarterly publication titled the *Mini Journal*. These documents have played an important part in helping Ohio's school districts provide quality desegregated education.

The division provided technical assistance in the area of equal educational opportunity and school desegregation to 57 districts with a combined enrollment of more than a quarter of a million students. The division staff answered questions ranging from the interpretation of federal regulations to the preparation of proposals for federal and foundation funds.

The division also served a consultative role in aiding the Ohio Joint Select Committee on School Desegregation. This committee issued a comprehensive report on school desegregation in Ohio with recommendations that may have a lasting and positive impact on equal educational opportunity throughout the state.

Ed Rozier, Grade 12
John Hay High School
Cleveland

FEDERAL ASSISTANCE

The Division of Federal Assistance administers federal funds to school districts for a wide variety of programs, including programs for disadvantaged, handicapped or emotionally disturbed children; orphaned, neglected or delinquent children in state institutions; children of migrant agricultural workers; adult basic education; impact aid; disaster assistance; library materials; and instructional equipment.

The division addresses the needs of public education in five major ways:

Emphasizing Basic Skills Instruction

Over 127,000 children in Ohio received supplemental reading, math, or other basic skills instruction through funds provided by Title I of the Elementary and Secondary Education Act (ESEA). School districts identify priority educational needs and provide concentrated services to those children who are most in need of help.

Adults are also served. Persons with less than a high school education may attend adult basic education classes where instruction is individualized so that students begin their programs at appropriate levels and advance until they are ready to be tested for a certificate of high school equivalence.

Improving Learning Opportunities for Students with Special Needs

ESEA Title I funds are used to help several types of children with special needs.

Children of migratory agricultural workers improve their oral language and other basic skills. Handicapped, neglected and delinquent youngsters in state-operated schools receive supplemental instruction designed to make them more self-sufficient and better adjusted citizens.

Stimulating Administrator and Teacher Training Programs

The division sponsors inservice activities for administrators, teachers and related personnel, including program coordinators, Title I evaluators, and major city directors. Emphasis is on providing specific technical assistance and encouraging exchange of information about successful techniques.

Promoting Parent Involvement

Parent involvement, important to Title I effectiveness, is promoted through the use of parents in advisory roles. Approximately 8,500 parents now serve as members of school district advisory councils, and another 20,000 are members of school building councils.

Providing Information to the Public

Information about educational practices is disseminated in publications titled *The Clipboard, Title I in Ohio,* and *Educational Opportunities Through Federal Assistance Programs.* Also, the division holds an annual conference designed to improve public understanding of the various programs.

Maureen Hoffman, Grade 12
Normandy High School
Parma

GUIDANCE AND TESTING

The Division of Guidance and Testing provides services to school districts in guidance and counseling, including vocational, and in statewide testing programs.

In the area of guidance and counseling, the division conducted five regional skill training workshops for administrators, counselors and teachers in such critical need areas as financial aid for students, career awareness, classroom management, classroom measurement techniques, decision-making by students, child abuse and neglect, and modifying attitudes of sex-role stereotyping in vocational education. Regional meetings also were held to promote group guidance programs and to disseminate the publication titled *Ohio's Group Guidance Curriculum, K-Adult.*

To assist elementary school administrators in training teachers to use group guidance activities, an educational television series was developed to illustrate the use of materials, techniques to conduct the activities, and methods of evaluation. Development of elementary guidance services was promoted through *A Model Guidance Program for Ohio's Elementary Schools.*

Hosea Wilcox, Grade 9
Clara E. Westropp Junior High School
Cleveland

Ohio's career guidance continuum is a computerized system which helps students gather information about the world of work. Measures of interest, aptitude, ability and achievement are explained and related to job clusters identified in the *Dictionary of Occupational Titles* and the *Worker Trait Group Guide*. During 1978-79, 186,706 students in 579 school districts participated in some phase of this delivery system for career guidance.

The division provided services for the Program Review for the Improvement, Development and Expansion (PRIDE) of vocational education in guidance. School guidance reviews were conducted in 173 joint vocational schools and comprehensive high schools. Strengths in guidance services were noted, and recommendations for improvement, development or expansion of guidance services were made for each building.

In the area of testing, the division coordinates two primary testing programs, the Ohio Tests of Scholastic Achievement (OTSA) and the tests for General Educational Development (GED). During 1978-79, over 22,000 high school students from nearly 80 percent of Ohio's school districts took the tests of scholastic achievement which recognize academic excellence in English, foreign languages, mathematics, sciences and social studies. Participants competed for individual and team awards in each subject, with 26 individual and 49 team awards being presented. Over 10,000 gold seal certificates were awarded to high ranking students throughout the state.

The GED tests, adopted in Ohio in 1962, are for the purpose of establishing high school equivalence for those who did not complete their formal high school education. The Certificate of High School Equivalence is issued to those who achieve specified standard scores on the tests. Although not a high school diploma, the certificate satisfies the requirements of many employers for initial employment or promotion and is accepted by most Ohio colleges instead of a diploma to satisfy college entrance requirements.

INSERVICE EDUCATION

The Division of Inservice Education provides leadership to the state's teachers, administrators, and state department personnel in the area of inservice education, the ultimate goal being to improve learning opportunities for Ohio students by enriching the knowledge and skills of Ohio educators.

Inservice education is facilitated by the division through the following practices:

- disseminating information about validated educational procedures, curriculum and programs;

- suggesting processes for analyzing the needs of students and staff;
- providing resources;
- bringing together school district personnel, representatives from higher education, and members of professional organizations to develop a collaborative approach to inservice education; and
- recognizing staff development as a critical component of the school district's education plan.

In the coming biennium, the division will implement a state plan for inservice education, made possible by a $2 million state appropriation.

Special emphasis on reading improvement was promoted through a number of activities including:

- second annual Right to Read Week for which the 1979 Valley Forge Honor Certificate from the Freedoms Foundation at Valley Forge was received;
- Administrative Involvement in Reading (AIR) Program during which 753 administrators from 302 school districts participated;
- Televised Reading Inservice Project (TRIP), a 60-minute telecast sponsored in conjunction with Ohio's eight instructional television corporations;
- Right to Read Staff Development Training Conference;
- vocational teachers reading instruction;
- Renewal Conference for Right to Read and AIR participants; and
- 390 reading-related inservice presentations.

The division coordinated other inservice activities for elementary and secondary educators. Thirty-eight Teacher Institutes, seven Teacher Corps projects, and four Teacher Centers were funded. Ohio ranks fourth in the nation in the number of Teacher Corps and Teacher Center projects received.

The division also developed and distributed these publications:

- *Motivation: Unleashing Learning Power*
- *Social Responsibility: A Teachable Skill*
- *Making Political Decisions*
- *Focus on Inservice Education*

Eloise Stirtmire, Grade 12
Glenville High School
Cleveland

Renee Wright, Grade 9
Franklin D. Roosevelt
Junior High School
Cleveland

PERSONNEL, PUBLICATIONS AND LEGAL SERVICES

Numerous activities related to personnel are performed by the Division of Personnel, Publications and Legal Services. These activities include interviewing applicants for vacant positions, implementing classification and salary placement policies, approving requests for overtime and temporary help, processing payroll, providing employees with informaton about state laws and regulations governing state employment and employee benefits, and implementing affirmative action procedures. The division coordinates the publication review process and mailing and distribution activities. It also assists school superintendents in interpretation of Ohio school law and coordinates the process related to the suspension and revocation of teaching certificates and the designation of attorneys to serve as hearing officers for hearings dealing with the termination of teaching contracts and the placement of handicapped children.

Consulting services in community education and environmental education are provided by the division. The Center for Community Education has coordinated community education programs since 1975. Community education programs are those that utilize a public building, such as an elementary or secondary school, as a community education center where educational, recreational, health care, cultural and other related services are provided for citizens in accordance with their needs, interests and concerns. Because cooperation with community groups in organizing and operating a community education center is a must, the center actively works to build linkages with these groups. An increase in the number of requests from districts and communities for awareness, developmental and implementation information and the staff's response to these requests brought the center in direct contact with more than 100 districts and communities throughout the state in 1978-79, an approximate increase of 40 percent from the number of districts and communities served in 1977-78. Other major highlights of the center's operation were:

- sponsored and participated in community education workshops,
- secured federal and private foundation funding for local community education activities,
- delivered technical assistance to more than 50 existing community education projects and more than 30 new projects, and
- continued to emerge as a national leader in the development of community education throughout the United States.

The Office of Environmental Education provides services to improve and expand environmental education activities. As part of its effort to promote environmental education, the office works with statewide committees to bring together people from

industry, labor, utilities and education to provide cooperative environmental education programs for students. Numerous workshops and seminars were conducted for teachers and college faculty to improve their environmental education programs in areas such as energy education, population education, marine education, and long range planning for future environmental education efforts. The popularity of these programs in schools was dramatized by the results of two statewide surveys conducted last year. One survey revealed that more than 260 schools used their land as laboratories for outdoor educational activities. Another showed that 184 schools in the state were involved in resident outdoor education programs of three days or more.

PLANNING AND EVALUATION

The Division of Planning and Evaluation serves as the channel through which school programs offering new and unique ways of educating Ohio's students are funded, evaluated and promoted. Using federal funds from Title IV-C of the Elementary and Secondary Education Act, the division funded 1,435 projects for operation during the 1978-79 school year, representing an investment in excess of $8,400,000. This was the largest number of grants in 11 years of state program administration.

Eighteen new developmental projects, which resulted from competitive, innovative program proposals submitted to the division by school districts, were approved for operation during 1978-79. Eight of these projects dealt with improving students' basic skills in reading, writing and mathematics. The division also funded nine special purpose projects related to energy conservation, the development of a local needs assessment model, and education of handicapped students.

Greg Sharkey, Grade 10
Normandy High School
Parma

Projects originally funded as developmental grants were available to other school districts through the adaptation and facilitation grants programs. (These programs were combined for the 1979-80 school year and are now called the adoption grant program.) Fourteen adaptation projects were funded in 171 school districts during the past year. Districts have most commonly sought projects relating to basic skills, expanded services to handicapped students, and career education.

Since 1974, a total of 713 adaptation grants have resulted in the implementation of 22 different educational programs in 435 school districts across the state. Approximately $8,100,000 was awarded to support these projects. In addition, 108 awards totaling $750,000 were made through the division's facilitation center to assist school districts in implementing projects selected by the National Diffusion Network as being successful, easily adaptable in other districts, and cost effective.

Over $1.9 million currently is being provided for the highly popular teacher grants. Teacher grants are $2,000 grants awarded for individual teachers to support in-

structional ideas in Ohio classrooms. A total of 1,045 grants covering virtually every grade, subject area and student ability level were awarded during 1978-79. Sixty-four unit grants, up to $5,000 each, also were awarded. These grants involve additional teachers and students in educational activities on a building or district basis and may include inservice training for educators.

The division also conducted the Ohio Educational Assessment, an annual statewide survey of students' skills in reading, mathematics, science and English composition. First administered in 1977, the assessment identified state educational needs. Title IV-C funding of numerous local district projects is based on the identified needs. Results of state-mandated assessments indicated that Ohio schools are doing better than some critics believe. The 1978 assessment measured mathematics in grades 4 and 12 and science and English composition in grade 12. Students answered test items correctly as follows: fourth grade mathematics, 72.6 percent; 12th grade mathematics, 78.3 percent; 12th grade science, 61.5 percent; and 12th grade English composition, 57.8 percent. The *Highlights Report*, which includes results by sex, race, size of community, and socioeconomic status for each subject and grade level tested, is available from the division.

Zakkiyya Waded, Grade 4
Fairmoor Elementary School
Columbus

The division also conducted the annual Spring Conference, this year titled "Public Confidence in Education," in which more than 600 educators participated. Twenty-one group workshops featured state and national speakers assessing public confidence in education and offering suggestions on how it could be improved.

PROPERTY UTILIZATION

The Department of Education continues to save tax dollars by supplying public and private schools, health organizations and public agencies with donated federal surplus personal property through its State Agency for Property Utilization.

Ohio's supply of surplus equipment comes mainly from defense installations, such as Wright Patterson Air Force Base in Dayton. There is a varied supply of equipment from which to choose. Purchases range from nuts and bolts to the recent acquisition by one school of a $400,000 computer. Most buyers are interested in office equipment (desks, chairs, tables or bookcases), hardware, electronic equipment (radios, oscilloscopes or transistors), and janitorial supplies. The agency also supplies such heavy equipment as generators, electric and gasoline motors, and trucks and buses.

Purchasers pay discount prices on all items. The charge is usually five to ten percent of the government's acquisition cost, depending on the condition of the item. Almost all of the property is used, although occasionally a new item that has been declared

obsolete is available. The payments are sufficient to make the program self-supporting. In fiscal year 1979, users of the service received property with a government acquisition cost of $4.2 million, for which they paid a service charge of $402,000.

About two-thirds of Ohio's school districts used the service regularly this year, and some superintendents are real bargain hunters who send a staff member to snap up the best buys every few weeks. School districts wishing to use the agency's service need only complete registration forms and obtain a plastic warehouse passcard.

SCHOOL FINANCE

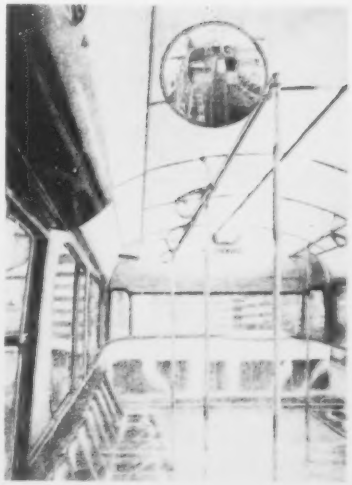
The Division of School Finance administers Ohio's school foundation program and appropriations for pupil transportation, school bus purchases, driver education, auxiliary services for nonpublic school children, and county boards of education.

The foundation program, which provides the basic state support to 615 school districts, 87 county boards of education, and 49 joint vocational schools, totaled in excess of $868 million in 1979. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly to assure a basic level of financial support for all school districts. In fiscal year 1979, division disbursements provided Ohio education with $1.5 billion in support.

The division also prepared for school districts computerized reports that research, analyze and evaluate the fiscal status of individual school districts; assess pertinent factors in local situations for the purpose of determining the amount of millage needed in each school district; and analyze the cost benefits of the inclusion or exclusion of various education units in each school district.

Assistance was provided to Ohio's school districts through the division's 13 regional offices. The regional offices perform numerous functions, such as monitoring fiscal forms submitted by school districts to insure correctness, accuracy and a sound audit trail and providing consultation and coordination of all school programs, including the foundation program, bus purchase assistance, and pupil transportation route and schedule planning. The services offered by the field offices expanded in 1979 to include assistance in completing energy audits, calculating tuition rates and supplemental payments, and collecting data from districts in fiscal difficulty.

The department, required by Ohio law to subsidize schools for the cost of providing driver education courses, annually reviews and approves Ohio driver education programs prior to reimbursement. In 1979, annual reimbursement totaling $8,750,000 from driver license fees provided instruction for 175,000 students in Ohio school districts.



Steve Ahern, Grade 12
Normandy High School
Parma

The division's driver education section also administers the state highway safety program. The department received nearly $2 million in federal grants in 1979 to assist local school districts in carrying out local highway safety programs; to prepare multimedia student learning systems, state curriculum guides, and technical research papers; and to conduct regional workshops for school district treasurers and advanced college seminars.

Caroline Gallo, Grade 6
Milford Elementary School
Cleveland

The pupil transportation section monitors district compliance with state pupil transportation and bus construction standards. In the 1978-79 school year, 1,364,012 children rode buses to school. The 1979 pupil transportation operation subsidy was $78,791,100, while the school bus purchase allowance subsidy provided $11,901,000 to Ohio schools. Operational reimbursement is made to school districts based on the miles traveled and pupils transported and is designed to average 50 percent of the actual cost of school bus fleet operations in each district. Bus purchase assistance is made to schools based on a valuation per pupil in each school district. Printouts analyzing districts' school bus operating costs and efficiency of operation were provided by the division to each district, as were analyses of transportation facilities and operations and bus routing efficiency.

Bus driver training is another function of the division. A bus driver training program, in its second year, is designed to provide adequate training for prospective school bus drivers. Upon successful completion of the course, the driver will have passed the state school bus driver's test and will be fully qualified to operate a bus with pupils on board.

Workshops were provided for 200 bus mechanics and 250 school administrators and supervisors. Some of the topics included automatic transmission, transporting handicapped children, and preventive maintenance as related to energy conservation.

SCHOOL FOOD SERVICE

The school cafeteria is one of the largest service businesses in Ohio. The Division of School Food Service is responsible for providing consultive and technical assistance and reimbursement for breakfasts and lunches served by school districts.

Each day during the 1978-79 school year, 1,116,259 lunches and 53,374 breakfasts were served in Ohio schools. Lunches meeting the U.S. Department of Agriculture's approved nutrition standards were available to 97.5 percent of the children in public schools. A total of 200,926,676 lunches were consumed in 1978-79 in 3,988 schools; this was up 12 percent from the number of lunches served the previous school year. The number of breakfasts consumed in schools in 1978-79 increased by 11 percent over the previous year. The number of half-pints of milk consumed was 106,541,303, down almost five percent due to changes in federal law governing milk reimbursement.

Federal and state funds administered by the division made breakfast, lunch and milk available free, at a reduced price, or at a low cost to children. Federal and state funds totaling $101,333,556 were spent on providing free lunches and breakfasts to Ohio students, and over $100 million was expended by school districts to maintain free or low-cost food service for children.

New state legislation in 1979 gave the division additional responsibility during the year. The child care food program, now under the administration of the department, provides subsidies for meals served to children in child care centers and family and group day care homes. There were 267 child care agencies or sponsors providing meals for 33,923 children daily at 934 feeding sites, funded by $4,181,790 of federal funds. The legislation also transferred administrative authority for the distribution of government-donated food to the Department of Education. A total of $26,326,218 worth of food products were distributed to 1,862 school districts and institutions to help keep the cost of meals in schools low so all children could benefit from balanced meals at low prices.

Michael Blanc, Grade 10
Coventry Senior High School
Akron

Standards were adopted by the State Board of Education in response to state legislation that requires school districts to establish guidelines to be used to approve what, where and when foods are to be sold on school premises. The adequacy of nutrition is becoming more important in the minds of people, as research indicates ever closer correlation between what people eat and the incidence of disease or good health. The standards adopted by district boards of education will help assure that foods available in schools contribute significantly to the daily nutrition needs of children.

SCHOOL MANAGEMENT ASSISTANCE

Created by the Ohio General Assembly in 1978, the Office of School Management Assistance is charged with administering state loans granted to school districts, monitoring school district spending plans, providing technical services in the area of financial management, and developing and implementing inservice programs for school administrators.

From September 1978 to September 1979, the office conducted 103 management and financial analyses for school districts. Fifty-nine of the analyses resulted from school districts requesting technical services and 42 resulted from financial cash analyses prepared for school districts requesting state loans or considering closing their schools. Ten school districts requested and were granted loans amounting to $30,204,284. The General Assembly appropriated $40 million for loans to school districts with financial problems, and a balance of $9,795,716 is left in the present appropriation of the Emergency School Assistance Fund.

The office also conducted 125 field conferences with school administrators, attended 56 school board meetings to present the management and financial analysis of the district, and participated in 64 other related meetings.

SPECIAL EDUCATION

Gene Hill, Grade 4
Scioto Trail Elementary School
Columbus

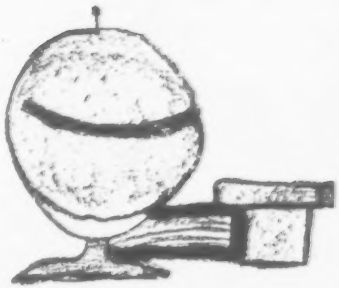
Ohio has been recognized as among the leaders in the nation in the successful implementation of federal and state regulations that require school districts to provide a free and appropriate public education to all handicapped children ages five through 21. These regulations are found in Public Law 94-142, "The Education for All Handicapped Children Act," Section 504 of the Rehabilitation Act of 1973, and Ohio Amended Substitute House Bill 455. The Division of Special Education is charged with making sure school districts meet these requirements and with administering special education programs in the state.

Handicapping conditions include speech, hearing, visual, orthopedic, severe/multiple and severe behavior handicaps; learning disabilities; and the mentally retarded. In 1978-79, 189,098 handicapped children, from birth through age 21, were served by the public schools, Ohio Youth Commission, state mental health and mental retardation institutions, and county boards of mental retardation. This represents an increase of 24,513 over the 1977-78 school year. There were 10,310 special education classroom units in operation during the 1978-79 year. Of these, 1,141 were new units.

The federal laws require districts to identify all out-of-school handicapped children in the district, so that they may be afforded educational opportunities. To help districts meet this requirement, the department sponsored Project OHIO (Ohio Handicapped Identification Operation) during the 1978-79 school year. Project OHIO was designed to inform the public of the educational rights available to handicapped children and young adults and to seek the cooperation of all Ohioans in locating individuals who are not currently benefiting from appropriate educational plans. Parents or interested individuals were notified that they could contact the department if they were aware of any handicapped child who might be out of school and in need of special education. A total of 78 referrals were made to the department. Each case was followed up with the school district and parent.

To assist school districts in meeting the requirements of the laws, about $19.5 million in federal aid is available to districts for their special education programs. Districts apply to the division for this aid. The division also has made available a total of $95,000 in grants to 49 Ohio colleges and universities for inservice training of educational

personnel and development of implementation strategies in special education. In addition, the 16 instructional resource centers throughout the state, funded by the division, provided inservice training and other services to parents of handicapped children, special educators and general educators, administrators, community agencies, institutions, county mental retardation staff, and handicapped persons involved in personnel development.



Robby Ekwall, Grade 3
Liberty Elementary School
Columbus

TEACHER EDUCATION AND CERTIFICATION

Improvement of teacher education throughout Ohio is taking place under the leadership of the Division of Teacher Education and Certification.

Division objectives and activities for 1979 focused on improving teaching and learning in Ohio's schools. The colleges and universities preparing teachers are restructuring their programs to meet the new *Standards for Colleges or Universities Preparing Teachers*, which become effective July 1, 1980. The goal of the new standards is to prepare teachers who will possess sound professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology, and the ability to work effectively with youth from varying ethnic environments. New teachers will be better prepared to work in a variety of school settings, teach reading as it pertains to their fields of specialization, deal with behavioral problems in the classroom, select and prepare educational media, work effectively with students in culturally pluralistic settings, and analyze their own teaching skills.

Progress toward compliance with the 1980 standards was assessed through on-campus evaluations at Ohio's 51 teacher preparation institutions. Findings from this two-year investigation, completed in June, show colleges and universities are well on their way toward compliance in all areas of the new standards.

Restructuring of preservice teacher curriculum in Ohio colleges and universities was strengthened with funds made available by the General Assembly. For fiscal year 1979, $3.8 million was distributed to teacher preparation institutions.

During fiscal year 1979, the division issued a total of 94,343 certificates as follows:

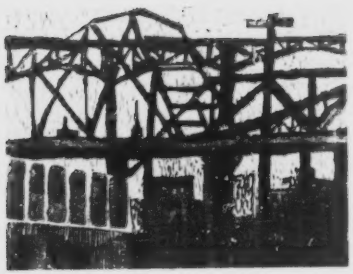
Permanent	2,998
Professional	8,224
Renewal - Professional	2,809
Provisional	20,810
Renewal - Provisional	30,377
Temporary, Public	2,279
Renewal - Temporary, Public	2,572

Temporary, Public, Special Education	2,312
Renewal - Temporary, Public, Special Education	227
Temporary, Public Vocational	3,031
Renewal - Temporary, Public Vocational	3,387
Temporary, Nonpublic	14
Renewal - Temporary, Nonpublic	55
Non-tax	459
Duplicate	105
Educational Aide Permit	9,351
Substitute Temporary, Public and Nonpublic	3,098
Renewal - Substitute Temporary	2,235

URBAN EDUCATION

The major purpose of the Office of Urban Education is to seek solutions to the pressing problems unique to Ohio's urban centers. Consultant services are available in bilingual education, Indian education, Title IX and the habilitation of the handicapped. The office also administers the multi-million dollar disadvantaged pupil program fund, commonly known as DPPF.

In 1968, the Ohio General Assembly initiated DPPF, a state-financed compensatory education appropriation. In 1979, approximately 1,081,355 students, or 49 percent of the average daily membership of 448 of Ohio's 615 school districts, benefited through a $32.6 million DPPF allocation. By contrast, in 1970, only 842,462 students were involved, which represented 34 percent of the state's enrollment.



Mark Milam, Grade 9
Carl F. Shuler Junior High School
Cleveland

A school district is eligible to participate when either five percent of the student enrollment, ages 5-17, or 50 or more students in its schools are from families that receive Aid to Dependent Children payments. School districts participating in DPPF represent urban, suburban and rural communities. Student participation is based upon results from districtwide needs assessment that identify broad areas of student needs. Students with the greatest needs are selected to participate.

Program thrusts vary across the state depending on such variables as allocation, size and location of school district, and unmet student needs. About 60 percent of the total DPPF allocation in 1978-79 was utilized for improvement in basic skills areas. Also, programs were available in cultural enrichment, dropout prevention, home school and adult education, improvement of communication skills, improvement of health and related services and library services, motivational and self-image development, and safety and building security. DPPF also provides eligible school districts with additional staff, material and equipment resources to develop supplementary programs in grades

K-12. In 1978-79, approximately 2,200 educators were employed in these supplemental DPPF programs. Services to disadvantaged children were intensified and enhanced by additional supportive staff, including classroom and library aides, school nurses and counselors, and home-school-community liaison personnel.

The *Children First* newsletter is designed to assist administrative and teaching personnel. Each quarterly issue covers trends and issues relative to education of the disadvantaged and promising practices developed by Ohio school districts.

The number of bilingual education programs in the state's public schools and colleges and universities is growing. Four city school districts — Athens, Cleveland, Lorain and Toledo — have received funding for bilingual education programs in their schools. The University of Akron, Baldwin-Wallace College, Findlay College, The Ohio State University, Ohio University and the University of Toledo have instituted federally funded bilingual teacher preparation programs as well.

VOCATIONAL EDUCATION

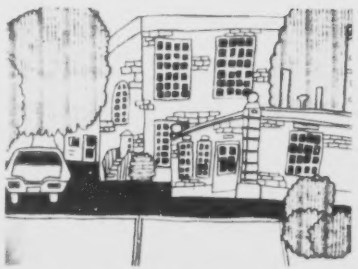
Extending vocational education opportunities to each high school youth in Ohio is the mission of the Division of Vocational Education.

More than 97 percent of the state's high school students have access to vocational offerings in at least 12 different occupational areas. More than 50,000 students are enrolled in vocational programs, either in the 49 joint vocational schools or in 478 school districts having vocational programs. More than 90 percent of vocational school graduates find employment.

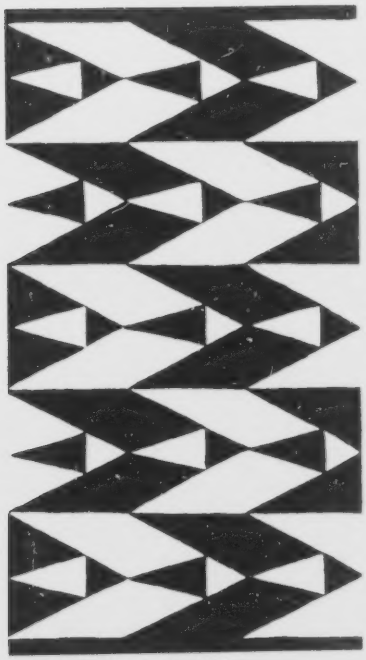
A major responsibility of the division is to provide leadership to the school district vocational education programs. Last year, seven four-day workshops were conducted to improve the leadership skills of 109 local vocational education directors. Four one-day conferences, attracting over 350 educators, were held throughout the state to emphasize the need for job placement supervision and follow-up to vocational students. In addition, more than 300 participated in four regional meetings to assist and encourage teachers, counselors and administrators to incorporate job application and job survival skills in the curriculum.

Local citizens are also given an opportunity to have a voice in establishing vocational programs, through the division's PRIDE — Program Review for the Improvement, Development and Expansion of Vocational Education and Guidance.

Consultant services are available in agriculture, business and office education, distributive education, home economics, trade and industry, and vocational youth organizations.



Lee Homolka, Grade 4
Benjamin Franklin Elementary School
Cleveland



Sue Mulholland, Grade 8
Northwood Junior High School
Elyria

Other highlights of the division's activities for 1979 include:

- an instructional materials laboratory to aid in the development and distribution of materials in the schools;
- fourteen full-time adult programs in small business management;
- a system of communications between the public school systems and representatives of business, industry and labor, which will result in developing area community councils, composed of leaders from education, business, industry and labor;
- a sex equity effort, promoted through model programs, incentive grants and special conferences, to enable school districts to recruit and retain students in vocational education programs and to prepare males and females for optimum career success;
- an innovative child care job training program to train students to work with handicapped preschoolers with developmentally delayed language problems;
- twenty-eight teacher workshops titled "How to Successfully Integrate Handicapped Students into the Regular Vocational Home Economics Classroom";
- six pilot programs which were successful in placing over 600 displaced homemakers—those who find themselves forced to seek work because of a broken marriage, death of their spouse, or loss of family income—in occupational training or jobs leading them to economic independency;
- eighteen planning grants which were awarded to vocational education planning districts to develop a comprehensive career education plan among their member districts, with 286,224 students participating in career education programs in Ohio schools;
- vocational training programs for adults, which served approximately 250,000 adults in the 1978-79 school year.

STATE SCHOOLS FOR THE BLIND AND THE DEAF

Two residential schools are operated by the Department of Education for deaf and hearing impaired and for blind and visually impaired children and youth. Both schools emphasize the preparation of students for the world of work.

The Ohio School for the Deaf, founded in 1829, celebrated its 150th anniversary this year. Overall enrollment for the 1978-79 school year was 262, representing 71 of the state's 88 counties. Program offerings include grades K-12, 13 vocational shops and 43 related trades, a complete work study program, and interscholastic athletics for boys and girls. Eighteen students graduated from the school in June 1979.

The school's accomplishments during 1979 included:

- inservice activities for school staff, including a program that allows teachers two periods per week to participate in programs on such topics as psychology of the deaf, speechreading-lipreading, auditory training, and how to work with multihandicapped deaf children;
- establishment of a committee that will prepare an improved curriculum, to be implemented in the 1979-80 school year;
- establishment of an improved orientation program for new teachers; and
- hiring a guidance counselor and school psychologist to work with students both in and out of school.

The State School for the Blind completed its 141st session in June 1979. The school enrolled 141 students and graduated nine seniors. The instructional program is divided into the following components: elementary school, orientation and mobility, deaf-blind, psychology, music, vocational, health and physical education.

The school's accomplishments in 1979 included:

- placement in the school and services to 162 blind youth;
- fifty-five multifactored assessments provided to visually impaired children and youth referred by Ohio school districts to the school's Educational Assessment Clinic;
- diagnostic evaluations for approximately 100 students at The Ohio State University Optometry Low Vision Clinic;
- extracurricular activities for the students, including boys and girls track, wrestling, cheerleading, swimming, forensics, and publication of two issues of the student school magazine titled *The Cardinal;*
- performance of the musical version of the play "Tom Sawyer" by the band, chorus and elementary music department at the Very Special Arts Festival held at the Ohio Historical Society in May; and
- proficiency by some students in the use of reading machines that provide unique approaches to reading for the blind and visually impaired.

Joe Tugaoen, Grade 11
Normandy High School
Parma

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1969-70	2,423,831
1970-71	2,424,227
1971-72	2,432,640
1972-73	2,415,724
1973-74	2,371,578
1974-75	2,322,874
1975-76	2,287,275
1976-77	2,244,564
1977-78	2,177,221
1978-79	2,097,669

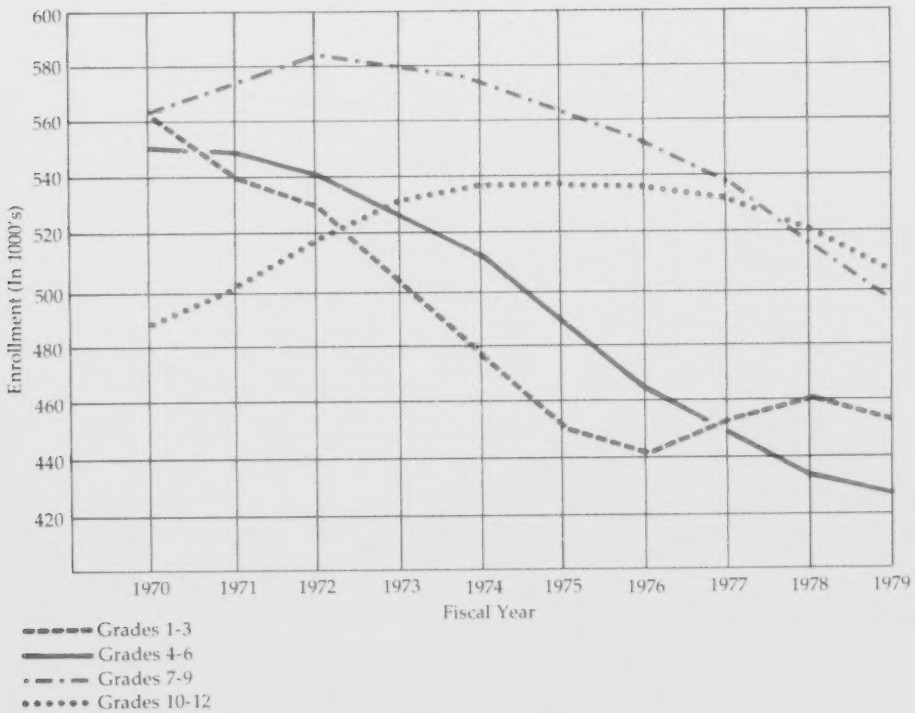
Public High School Graduates

Year	Total Graduates
1970	143,780
1971	147,214
1972	151,461
1973	154,141
1974	155,670
1975	160,164
1976	159,812
1977	159,295
1978	154,818
1979	153,313

Enrollment By Grades 1978-79

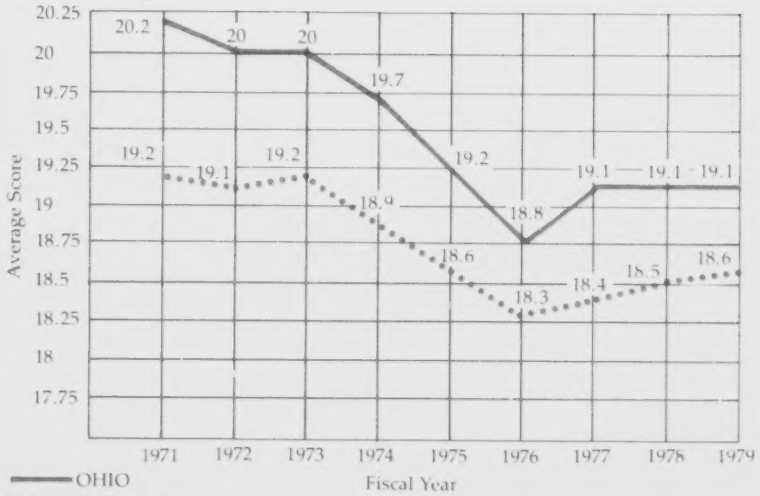
Grade	Enrollment
1	150,395
2	153,239
3	148,514
4	142,744
5	139,780
6	143,278
7	154,652
8	160,053
Total 1-8	1,192,655
9	180,431
10	177,940
11	167,317
12	159,509
Total 9-12	685,197
Total 1-12	1,877,852
Kindergarten	141,761
*Unclassified	78,056
Grand Total	2,097,669

Enrollment By Grade Level

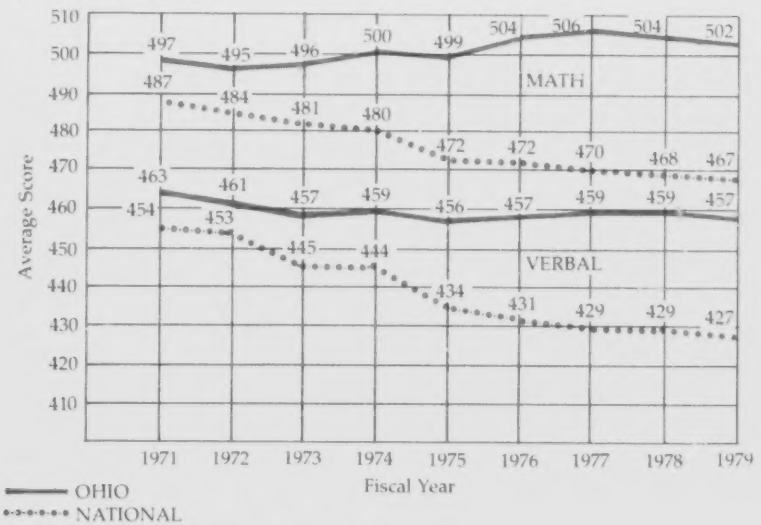


TEST SCORES

A.C.T. Composite



S.A.T. Math/Verbal



Ohio Survey Test Results

	1971 mean raw score n = 50,000 per grade	1979 mean raw score
4th Grade		n = 25,000
Reading	36.5	40.8
English	25.4	29.0
Arithmetic	23.9	26.7
6th Grade		n = 25,000
Reading	44.0	46.6
English	31.2	32.3
Arithmetic	22.4	26.4
8th Grade		n = 30,000
Reading	45.6	50.1
English	31.2	33.9
Arithmetic	22.4	25.1
10th Grade		n = 25,000
Reading	54.5	55.3
English	33.1	32.6
Arithmetic	26.4	25.4

n = approximate number of test takers

SCHOOL DISTRICTS

Number of Public School Districts

Year	City	Exempted Village	Local	Total
1970	171	50	418	639
1971	172	50	409	631
1972	178	48	398	624
1973	180	49	392	621
1974	182	49	386	617
1975	182	49	386	617
1976	184	49	384	617
1977	185	49	382	616
1978	186	49	381	616
1979	187	49	379	615

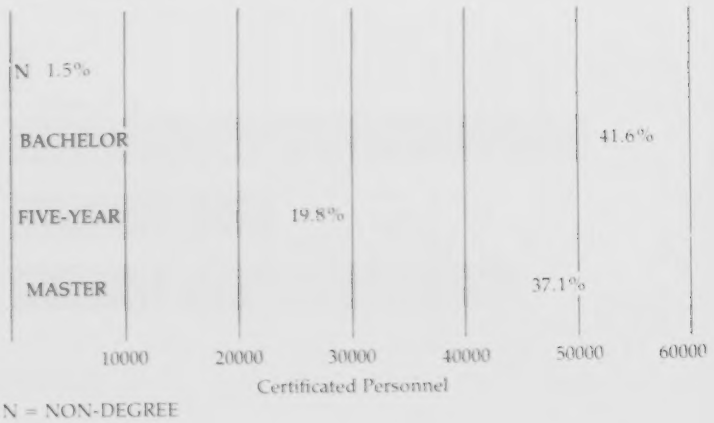
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers	Ratio
1970	2,423,831	99,639	24.3
1971	2,424,227	100,315	24.2
1972	2,432,640	99,819	24.4
1973	2,415,724	102,621	23.5
1974	2,371,578	102,739	23.1
1975	2,322,874	103,558	22.4
1976	2,287,275	104,926	21.8
1977	2,244,564	104,669	21.4
1978	2,177,221	104,355	20.9
1979	2,097,669	*102,645	20.4

*Full Time Equivalent

Degree Status In Ohio—1979



N = NON-DEGREE

FINANCE

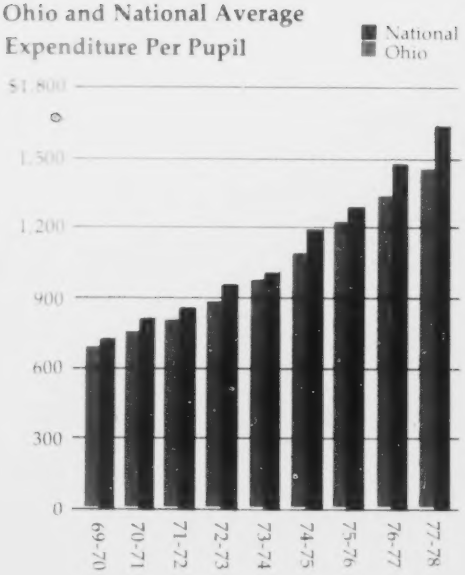
Revenue By Source

	Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
FY 79	$1,686,513,715	(46.8)	$1,620,852,005	(44.9)	$295,615,487	(8.3)
FY 78	1,584,229,044	(49.6)	1,383,989,761	(43.3)	225,060,549	(7.1)

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	%
1969-70	$ 718.99	$ 588.80	$ 594.41	$ 677.87	$ 69.62	11.4
1970-71	781.46	646.88	647.69	739.56	61.69	9.1
1971-72	841.84	693.53	689.48	795.47	55.91	7.6
1972-73	940.27	778.52	764.07	887.87	92.40	11.6
1973-74	1,024.07	844.49	829.94	968.74	80.87	9.1
1974-75	1,140.84	933.83	920.64	1,078.90	110.16	11.4
1975-76	1,272.88	1,037.60	1,021.91	1,205.11	126.21	11.7
1976-77	1,392.72	1,134.30	1,115.96	1,321.33	116.22	9.6
1977-78	1,538.47	1,249.67	1,225.95	1,457.61	136.28	10.3

Ohio and National Average Expenditure Per Pupil



Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage and Local Revenue Generated

FY	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1970	$36,851,615,875	$15,780	26.00
1971	38,400,861,776	15,840	24.10
1972	40,224,198,090	16,531	28.55
1973	41,676,960,221	17,247	28.76
1974	43,248,114,420	18,243	27.90
1975	44,871,967,965	19,313	28.76
1976	47,384,009,936	20,679	29.71
1977	54,063,082,278	24,062	27.91
1978	60,325,801,248	30,416	28.82
1979	62,329,077,837	32,526	30.47

SF-12 Calculation 1970-79

Year	Basic	Categorical	Total
1970	$408,233,926	$ 42,907,809	$ 451,141,735
1971	416,498,658	43,047,724	459,546,382
1972	476,936,507	109,171,674	586,108,181
1973	492,595,019	186,425,218	679,020,237
1974	468,780,213	205,874,317	721,391,166
1975	528,101,919	216,641,067	744,742,986
1976	636,160,153	279,101,885	904,352,732
1977	641,728,577	289,753,088	922,733,379
1978	704,776,368	321,258,442	1,014,206,155
1979	865,721,772	362,397,047	1,215,212,279

SPECIAL EDUCATION

Handicapped Children Receiving Full Services
(As of December 1, 1978)

Major Handicap	Placement Option	Ages 0-2	Ages 3-4	Ages 5-21	Total
Hearing Impaired	Program	37	173	2,097	2,307
	Tutoring	0	1	195	196
Ohio School for the Deaf	Program	0	0	255	255
Crippled	Program	7	91	2,101	2,199
	Home Inst.	0	3	1,275	1,278
Visually Impaired	Program	6	26	745	777
	Tutoring		2	86	88
Ohio State School for the Blind	Program	0	0	144	144
Severe and/or Multiple Impairments	Deaf/Blind	0	15	99	114
	Other (Incl. Autistic)	16	80	1,141	1,237
Learning Behavioral Disabilities	Program	0	41	29,880	29,921
	Tutoring	0	0	18,773	18,773
Severe Behavioral Handicaps	Program	0	25	2,945	2,970
	Home Inst.	0	0	215	215
Educable Mentally Retarded	Program	2	49	53,549	53,600
Speech, Lang. and/or Hearing Handicaps	Only Speech	10	188	63,514	63,712
	Other Spch.*	(0)	(29)	(13,789)	(13,818)
MH/MR Institutions**		0	0	1,079	1,079
Ohio Youth Commission**		0	0	470	470
County Boards of Mental Retardation		416	637	9,221	10,274
TOTAL		494	1,331	187,784	189,609

*Children reported here are receiving speech services in addition to being enrolled in another program. They are also reported elsewhere in the table but *are not included in the total.*

**Data obtained from Mental Health and Mental Retardation and Ohio Youth Commission.

Special Education Programs 1978-79

Type of Program	Units	Districts*	Enrollment
Hearing Impaired	371.7	43	2,307
Crippled	317.3	41	2,199
Visually Impaired	110.3	34	777
Severe and/or Multiple Impairments	226.5	75	1,351
Learning and Behavioral Disabilities	2,602.3	617	29,921
Severe Behavioral Handicaps	438.3	83	2,970
Educable Mentally Retarded	4,150.7	619	53,600
Speech, Lang. & Hearing Services	1,007.6	465	63,712
School Psych. Services	806.5	320	
	278.8	(24 State Inst.)	1,549
Total	10,310.0		

*The figures include cities, exempted villages, locals, county boards and joint vocational schools.

State Expenditures For Transportation And Individual Services To Handicapped Children

School Year	State Expenditures
1969-70	$ 3,588,278.29
1970-71	4,316,505.90
1971-72	4,762,022.10
1972-73	5,640,851.88
1973-74	7,380,959.32
1974-75	8,569,171.12
1975-76	10,480,449.63
1976-77	11,808,179.61
1977-78	13,801,919.15
1978-79	15,753,386.00*

*Estimate

VOCATIONAL EDUCATION

Vocational Education Secondary Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1969-70	16,252	21,063	10,446	60,512	26,815	135,088
1970-71	16,934	22,355	15,300	68,142	32,741	155,472
1971-72	19,684	24,485	14,567	78,654	37,628	175,018
1972-73	21,923	27,359	18,435	102,546	45,810	216,073
1973-74	22,137	28,659	19,562	114,978	51,102	236,438
1974-75	22,772	29,605	20,642	123,603	56,913	253,535
1975-76	23,706	29,985	20,834	128,298	60,750	263,573
1976-77	24,114	30,612	21,339	129,972	66,338	272,375
1977-78	23,974	29,717	21,837	122,496	69,573	267,597
1978-79	23,650	28,658	21,486	130,999	69,441	274,234
Percent of Total						
1978-79	8.62	10.45	7.83	47.78	25.32	100.0

Vocational Adult Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1969-70	10,992	15,075	18,868	72,530	72,182	189,647
1970-71	12,928	19,047	24,595	73,322	76,663	206,525
1971-72	14,671	28,345	30,266	66,134	73,507	212,923
1972-73	17,436	31,156	47,043	39,756	83,033	218,424
1973-74	16,775	39,380	55,074	30,238	97,405	238,872
1974-75	17,255	37,564	62,078	36,918	106,520	260,335
1975-76	17,478	43,712	48,765	46,041	107,791	263,787
1976-77	17,321	25,560	46,839	36,782	104,156	230,658
1977-78	18,200	28,448	37,111	46,508	114,731	244,998
1978-79	20,771	29,764	42,400	42,750	119,488	255,173
Percent of Total						
1978-79	8.14	11.66	16.62	16.75	46.83	100.0

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1969-70	135,088	189,647	7,004	331,739
1970-71	155,472	206,525	26,963	388,960
1971-72	175,018	212,923	39,647	427,588
1972-73	216,073	218,424	128,424	563,266
1973-74	236,438	238,872	143,827	619,137
1974-75	253,535	260,335	172,137	686,007
1975-76	263,573	263,787	174,705	702,065
1976-77	272,375	230,658	171,993	675,026
1977-78	267,597	244,998	283,917	796,512
1978-79	274,234	255,173	287,490	816,897

State Expenditure For Secondary Vocational Education

Year	Expenditure
1970	$ 32,951,107
1971	45,536,874
1972	61,189,650
1973	76,048,070
1974	87,262,205
1975	94,839,173
1976	101,547,908
1977	123,820,119
1978	138,307,999
1979	144,031,561

Vocational Construction Funds 1979
Source of Funds

Project	Appalachia	State	Federal	Local
Akron City		$1,322,485.99		$9,178,120.01
Cleveland City		588,282.00		3,983,891.00
Copley-Fairlawn City		656,280.00		656,280.00
Cuyahoga Valley JVS		603,355.50	$116,144.50	710,500.00
Dayton City		1,023,114.75		604,754.25
Gallia-Jackson-Vinton JVS		250,000.00		250,000.00
Great Oaks JVS		1,408,500.00		1,408,500.00
Medina Co. JVS		425,000.00		425,000.00
Montgomery Co. JVS		341,000.00		791,320.00
Oregon City		91,500.00		91,500.00
Pickaway-Ross Co. JVS		72,000.00		72,000.00
Pike Co. JVS	$1,300,000.00	1,750,000.00 (161,718.00 re-allocated)	738,282.00	850,000.00
Vantage JVS		55,000.00		55,000.00
Washington Co. JVS	76,000.00			19,000.00
TOTALS	$1,376,000.00	$8,586,518.24	$854,426.50	$19,104,865.26

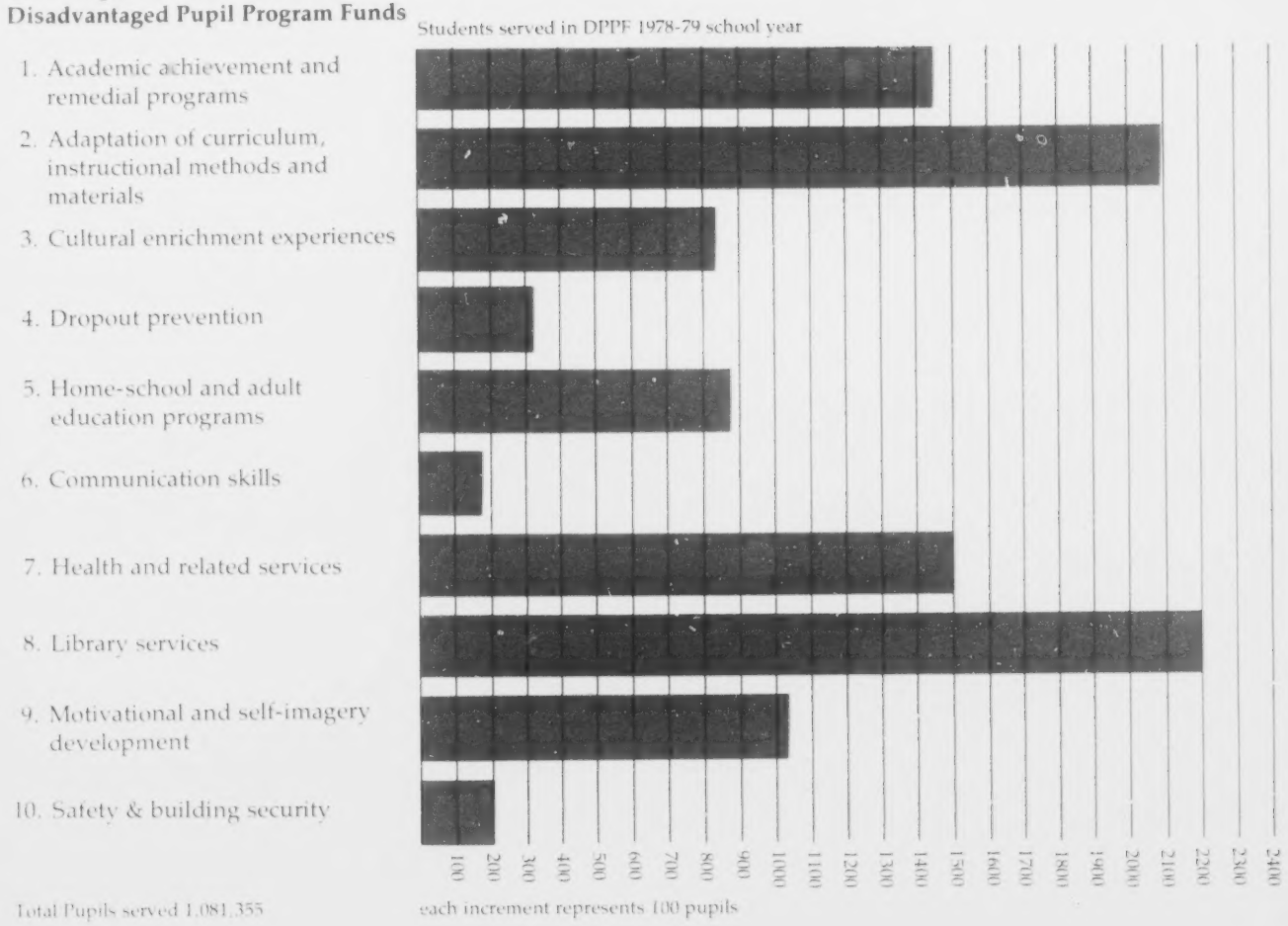
DISADVANTAGED PUPIL PROGRAM

Disadvantaged Pupils Program Funds

	Expenditures	Number of Programs
1970	$16,472,335.06	358
1971	22,254,431.84	379
1972	27,064,184.41	636
1973	33,802,481.55	736
1974	31,954,434.09	785
1975	34,336,042.22	806
1976	31,920,288.19	756
1977	32,620,072.47	819
1978	30,789,515.77	778
1979	34,438,191.73*	748

*Estimate

Ohio Department of Education
Disadvantaged Pupil Program Funds



FEDERAL ASSISTANCE

Title I Programs For Disadvantaged Pupils Percent Of Participants By Grades

Year	Participants	% Preschool and Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1970	159,239	9	43	28	20
1971	140,261	9	47	27	17
1972	132,928	10	51	28	11
1973	123,340	10	53	28	9
1974	122,629	10	55	27	8
1975	130,361	10	50	31	9
1976	132,938	10	52	31	7
1977	125,044	10	54	32	4
1978	126,216	10	57	29	4
1979	130,266	10	61	25	4

Title I Programs For Disadvantaged Pupils District Participation And Funds Available

Year	Districts Participating	Funds
1970	602	$38,131,537
1971	594	41,193,232
1972	587	41,879,821
1973	589	48,949,621
1974	594	46,624,859
1975	596	51,372,321
1976	598	49,190,897
1977	599	51,107,975
1978	599	57,263,893
1979	602	71,843,792

Title I Programs For Migrant Children

Year	Districts Participating	Children	Funds
1970	29	4,673	$ 990,157
1971	31	4,900	1,060,771
1972	33	6,328	1,217,453
1973	33	5,555	1,394,026
1974	32	4,548	1,479,833
1975	32	6,186	1,485,283
1976	31	5,866	1,490,065
1977	30	5,791	1,489,974
1978	31	5,078	1,494,770
1979	28	3,872	1,488,656

Title I Programs For Handicapped Children In State-Operated Schools

Year	Participants	Funds
1970	2,213	$ 472,222
1971	1,792	568,594
1972	1,999	638,494
1973	2,142	4,560,804
1974	7,435	5,154,655
1975	10,965	5,154,655
1976	8,265	5,154,655
1977	7,140	5,560,236
1978	7,960	6,175,712
1979	7,357	6,788,169

Title I Programs for Neglected and Delinquent Children In State-Operated Schools

Year	Participants	Funds
1970	2,370	$ 757,025
1971	2,641	896,879
1972	1,515	981,325
1973	1,045	1,073,130
1974	1,295	967,395
1975	1,625	967,395
1976	1,538	1,016,371
1977	1,689	1,016,371
1978	1,396	1,184,262
1979	2,231	1,205,061

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1970	84	16,613	$1,283,812	$115,000	$160,085	$1,558,897
1971	95	20,939	1,450,368	115,000	194,683	1,760,051
1972	101	23,418	1,989,865	465,000	204,824	2,659,689
1973	111	23,392	3,428,614	465,000	267,368	4,160,982
1974	113	27,967	2,105,258	465,000	292,854	2,863,112
1975	114	36,284	3,119,206	465,000	365,275	3,949,481
1976	119	39,483	3,241,064	455,700	451,177	4,147,941
1977	114	34,361	3,144,017	451,050	604,176	4,199,243
1978	119	38,341	3,761,368	930,000	723,620	5,414,988
1979	120	41,137	4,271,088	930,000	723,798	5,924,886

Grants Through Public Laws 81-874 and 81-815

Year	P.L. 81-874 Maintenance/Operation	P.L. 81-815 Construction	Major Natural Disasters
1970	$11,940,510	$371,083	$ 70,147
1971	11,011,185	220,885	72,871
1972	12,248,582	3,986	18,593
1973	8,456,369	—	34,804
1974	9,652,603	—	885,376
1975	9,331,436	—	1,309,522
1976	8,402,062	—	2,104,479
1977	12,677,904	—	4,517
1978	12,132,027	—	—
1979	11,398,667	—	—

Funds Administered By Federal Assistance 1978-79

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	$ 71,843,792
	Special grant to meet educational needs of migrant children	1,488,656
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children	6,788,169
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,205,061
ESEA Title IV-B	Grant for library and learning resources	8,248,759
ESEA Title IV-C	Grant to strengthen the Ohio Department of Education. Section 431(a)3 only	1,968,373
Adult Basic Education	Federal and state grants for basic instruction	5,201,088
Public Laws 81-874	Maintenance and operation of schools in federally affected districts	11,398,667
	Total	$108,142,565

TRANSPORTATION

Pupil Transportation Statistics

	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type I
1969-1970	1,212,987	108,625,140	$36.64	$.39
1970-1971	1,241,291	111,979,152	38.49	.41
1971-1972	1,247,110	115,685,460	45.48	.47
1972-1973	1,321,072	127,131,480	50.45	.49
1973-1974	1,340,983	131,732,280	55.76	.53
1974-1975	1,342,358	132,600,780	63.26	.60
1975-1976	1,382,344	138,058,200	70.03	.65
1976-1977	1,399,487	141,712,740	77.00	.70
1977-1978	1,385,353	142,074,540	85.34	.77
1978-1979	1,367,184	144,376,560	99.19	.87

Driver Education

Fiscal Year	Number of Pupils Served	Subsidy
1970	143,069	$4,275,757
1971	158,705	3,939,510
1972	159,761	5,145,000
1973	174,226	7,730,240
1974	183,500	9,175,000
1975	185,000	9,250,000
1976	185,990	9,299,500
1977	181,995	9,099,750
1978	175,000	8,750,000
1979	174,992	8,749,600